



**ANALYSIS OF STUDENTS' ENGLISH VOCABULARY MASTERY THROUGH
FLASHCARD MEDIA AT THE SEVENTH GRADE OF SMP NEGERI 1 HILIDUHO**

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ABSTRAK

Kosakata memainkan peran penting dalam penguasaan bahasa, yang berdampak pada semua keterampilan bahasa termasuk mendengarkan, berbicara, membaca, menulis, literasi digital, dan pengaturan diri. Pengamatan yang dilakukan di SMP Negeri 1 Hiliduho menunjukkan bahwa beberapa siswa mengalami kesulitan dalam menguasai kosakata yang diperlukan dan memahami pelajaran. Terbatasnya variasi media pembelajaran mengakibatkan berkurangnya minat siswa dalam proses pembelajaran. Penelitian ini bertujuan untuk menganalisis penggunaan media flashcard dalam meningkatkan penguasaan kosakata siswa dan mengapa media flashcard dapat meningkatkan penguasaan kosakata siswa di kelas tujuh SMP Negeri 1 Hiliduho. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Untuk memperoleh data, peneliti menggunakan dua teknik pengumpulan data, yaitu observasi dan wawancara. Setelah mendapatkan data, peneliti menganalisis data dengan menggunakan teori Miles dan Huberman dalam (Santy. 2021), yaitu mereduksi, mendisplay, dan menyimpulkan data. Hasil dari penelitian yang dilakukan menunjukkan. Pada pertemuan pertama, nilai rata-rata penguasaan kosakata siswa adalah 64, yang dikategorikan sebagai “cukup.” Pada pertemuan kedua, nilai rata-rata siswa adalah 77,6 yang dikategorikan “baik,” dan pada pertemuan ketiga nilai rata-rata siswa mencapai 90 yang dikategorikan “sangat baik.” Hasil penelitian ini menunjukkan bahwa ada perkembangan yang jelas dalam penguasaan kosakata siswa melalui media flashcard, karena berdasarkan hasil wawancara siswa dan guru yang ditemukan oleh peneliti di lapangan menunjukkan bahwa kelebihan media flashcard adalah portabilitas, kepraktisan, mudah diingat, dan menarik sehingga siswa tertarik untuk belajar. Berdasarkan hasil tersebut, dapat disimpulkan bahwa siswa kelas VII di SMP Negeri 1 Hiliduho menunjukkan peningkatan penguasaan kosakata bahasa Inggris melalui penggunaan media flashcard. Oleh karena itu, disarankan agar guru memasukkan media flashcard dalam pengajaran kosakata untuk lebih menumbuhkan minat dan kemahiran siswa dalam pembelajaran kosakata.

Kata Kunci: penguasaan kosakata, media flashcard, metode kualitatif.

ABSTRACT

Vocabulary plays a crucial role in language acquisition, impacting all language skills including listening, speaking, reading, writing, digital literacy, and self-regulation. Observations conducted at SMP Negeri 1 Hiliduho revealed that some students encounter challenges in mastering the necessary vocabulary and comprehending lessons. The limited variety of learning media resulted in diminished student interest in the learning process. This study aimed to analyzing the use of flashcard media in increasing students' vocabulary mastery and why flashcard media can improve students' vocabulary mastery at the seventh grade of SMP Negeri 1 Hiliduho. The method used in this research was qualitative method. To obtain data, researcher used two data collection techniques, namely observation and interview. After obtaining the data, the researcher analyzed the data using the theory of Miles and Huberman in (Santy. 2021), namely reducing, displaying, and concluding data. The results of the study were showed. In the

first meeting, the average score of students' vocabulary mastery was 64, which was categorized as "enough." In the second meeting, the average student score was 77.6, categorized as "good," and in the third meeting the average student score reached 90, categorized as "very good". The results of this study show that there is a clear development in students' vocabulary mastery through flashcard media, because based on the results of student and teacher interviews found by researcher in the field show that the advantages of flashcards media were portability, practicality, memorability, and engagement so that students were interested in learning. Based on these results, it can be concluded that students in the seventh grade at SMP Negeri 1 Hiliduho demonstrate enhanced mastery of English vocabulary through the use of flashcard media. Consequently, it is recommended that teachers incorporate flashcard media in vocabulary instruction to further cultivate students' interest and proficiency in vocabulary learning.

Keywords: Vocabulary Mastery, Flashcards Media, Qualitative method.

INTRODUCTION

Language is a very important communication tool in everyday life, which allows humans to convey messages and obtain information effectively. Good language skills play an important role in effective communication, including in the context of education. According to (Arif and Hakim. 2018), English serves as the universal language for communication between different countries and has become an important language worldwide. English, as an international language, has become an important language for individuals to master, especially in this era of globalization. In Indonesia, English is taught at various levels of education, from elementary school to university.

One of the important aspects of English language learning is vocabulary mastery, which is a major component in language mastery. Without adequate vocabulary mastery, communication in English, both oral and written, will be hampered. Previous research shows that good vocabulary mastery is an important indicator in successful language learning, as it affects students' understanding of the subject matter and ability to communicate. Having sufficient mastery of vocabulary is essential for effectively using a foreign language. Lack of extensive vocabulary impedes upon effective communication and ability to use the structures and functions learned. Based on Yunisah research in (Nisa. 2019), measuring vocabulary mastery is an important indicator of a person's understanding of language and their ability to use it in both oral and written communication. As vocabulary mastery is a significant part of language mastery, it indicates that an individual has achieved overall proficiency in the language.

At SMP Negeri 1 Hiliduho, based on observations and interviews with students, it was found that their mastery of English vocabulary, especially those related to culinary materials, was still low. One of the factors causing this is the lack of use of interesting and varied learning media in the teaching and learning process. When teaching vocabulary to students, teachers do not use learning media. The teacher only explains the vocabulary material through lectures and tells students to memorize and remember the vocabulary that has been learned. This shows that one of the causes of students' low vocabulary mastery is due to the use of less diverse learning media. Learning media is one of the tools for teachers to convey subject matter, increase students' creativity and increase students' attention in the learning process (Santika in Wayan et al, 2023). Learning media plays a very important role in the teaching and learning process. A teacher will be better if skilled in choosing and using learning media in order to convey material to students effectively and clearly. Learning media, such as flashcards, can help attract students' attention and facilitate their understanding of English vocabulary. Flashcard media can be applied in learning and understanding vocabulary as it contains colorful images that attract students' attention. As stated by (Maryanto and Wulanata. 2018, flashcards are easy to

remember because they are pictorial and attractive, containing simple letters or numbers which stimulate the brain to remember information for longer.

Flashcards are learning media that can enrich students' learning experience through interesting pictures and writings, which help students remember and understand vocabulary better. Based on this, this study aims to analyze the improvement of English vocabulary mastery of seventh grade students of SMP Negeri 1 Hiliduho through the use of flashcards. This research is expected to help students in mastering English vocabulary more effectively and make the learning process more interesting.

RESEARCH METHOD

This study used a descriptive qualitative research design to analyze students' mastery of English vocabulary through flashcard media in grade seven of SMP Negeri 1 Hiliduho. This approach was chosen because the research aims to identify students' vocabulary acquisition as well as the factors that influence it. The independent variable in this study is flashcard media, while the dependent variable is English vocabulary acquisition. The research was conducted at SMP Negeri 1 Hiliduho, located in Nias Regency, North Sumatra, in grade seven, during the period July 18 to August 14, 2024. The research data sources were obtained through observations and interviews conducted by the researcher with students and teachers.

The instruments used in this study include vocabulary test sheets, observation sheets, and interview sheets. The vocabulary test sheet was designed to measure students' vocabulary mastery with multiple choice questions related to the culinary material taught using flashcards. The observation sheet was used to record learning activities for three meetings, focusing on the teacher's use of flashcards. Meanwhile, interviews were conducted with teachers and students to gather information about their views on the use of flashcards in vocabulary learning. To collect data, the researcher used three main techniques: first, vocabulary tests given to students after learning using flashcards. Second, direct observation conducted over three meetings to assess the application of flashcards in the teaching process. And third, semi-structured interviews with teachers and students to explore their perceptions regarding the use of flashcards.

The data analysis technique is based on the Miles and Huberman model which consists of three steps: data reduction, data presentation, and conclusion drawing. Data reduction is done to sort and simplify relevant information related to students' vocabulary mastery through the use of flashcards. The data that has been reduced is then presented in graphical form to facilitate understanding of the results of students' vocabulary mastery. Finally, the researcher draws conclusions based on the results of data analysis to determine the extent to which the use of flashcards is effective in improving students' vocabulary mastery. With this approach, this study aims to provide a clearer picture of students' vocabulary mastery through the use of flashcards in the seventh grade of SMP Negeri 1 Hiliduho.

RESULT AND DISCUSSION

This research was conducted at SMP Negeri 1 Hiliduho, located at Jl. Tanoseo No. Km. 16, Fadoro Lauru, Hiliduho Sub-district, Nias Regency, North Sumatra, with a focus on the mastery of English vocabulary of seventh grade students through flashcards media and the factors that influence it. The research took place from July 22, 2024 to August 21, 2024.

The initial stage of the research involved a classroom observation conducted with the English teacher, Ms. Darman Santi Telaumbanua, S.Pd, from July 22 to August 3, 2024. Next, the researcher administered vocabulary tests to the seventh grade students from August 5 to 15, 2024 to measure the students' vocabulary mastery level. After the test, interviews with teachers

were conducted from August 19 to 21, 2024 to gain in-depth insights into the effectiveness of using flashcards in vocabulary learning.

During the study, data was collected through interviews, field notes during observation, and vocabulary test results. Data analysis was conducted to understand the extent to which flashcards helped students improve their vocabulary acquisition and the factors that influenced the results. This study provides a comprehensive picture of the application of flashcard media as an effective learning tool in class VII of SMP Negeri 1 Hiliduho.

Result

a. The Result of Students' Vocabulary Test

Based on the research focus, namely analyzing students' mastery of English vocabulary through flashcard media at seventh grade of SMP Negeri 1 Hiliduho, the researcher collected accurate data by conducting students' vocabulary tests with class VII students. Researcher conducted tests with 25 students at the school, namely on August 5, 2024 to August 15, 2024 with 3 meetings in culinary materials.

Table 1 Data Category of Students' Vocabulary Mastery Meeting 1

No	Initial Name	Score	Categories
1	4	80	Good
2	7	70	Enough
3	9	60	Enough
4	5	50	Poor
Total	25		

Based on the table above, students' vocabulary mastery through flashcard media in the first meeting shows that there are no students who fall into the "very good" category. There are four students who fall into the "good" category with a score of 80. There are sixteen students who fall into the "enough" category, where there are seven students with a score of 70 and nine students with a score of 60. And there are five students who fall into the "poor" category with a score of 50. Most of the students got the "enough" category, it means that students showed enough mastery of vocabulary by using flashcards media. So the average score of students' vocabulary mastery through flashcard media in seventh grade at SMP Negeri 1 Hiliduho in the first meeting is 64 which is categorized as "enough".

Table 2 Data Category of Students' Vocabulary Mastery Meeting 2

No	Initial Name	Score	Categories
1	5	90	Very Good
2	12	80	Good
3	5	70	Enough
4	3	60	Enough
Total	25		

Based on the table above, students' vocabulary mastery through flashcard media in the second meeting shows that there are five students who fall into the "very good" category with a score of 90. There are twelve students who fall into the "good" category with a score of 80. There are eight students who fall into the "enough" category, where there are five students with a score of 70 and three students with a score of 60. And there are no students who fall into the poor and very poor categories, this means that there is an increase in students' vocabulary mastery through flashcard media good. So the average score of students' vocabulary mastery

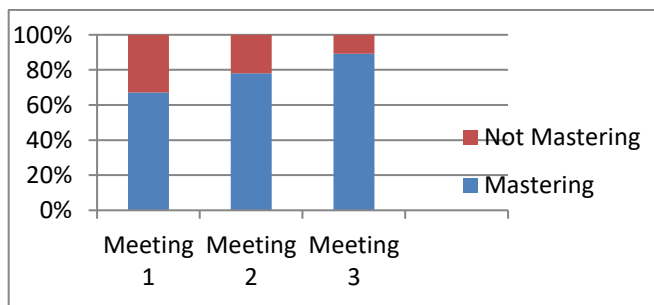
through flashcard media in seventh grade at SMP Negeri 1 Hiliduho in the second meeting is 77.6 which is categorized as “good”.

Table 3 Data Category of Students' Vocabulary Mastery Meeting 3

No	Initial Name	Score	Categories
1	7	100	Very Good
2	11	90	Very Good
2	7	80	Good
Total	25		

Based on the table above, students' vocabulary mastery through flashcard media in the third meeting shows that there are eighteen students who fall into the “very good” category, where there are seven students with a score of 100 and eleven students with a score of 90. There are seven students who fall into the “good” category with a score of 80. And there are no students who fall into the enough, poor and very poor categories, this means that students show very good vocabulary mastery by using flashcard media. So the average score of students' vocabulary mastery through flashcard media in grade seventh at SMP Negeri 1 Hiliduho in the third meeting is 90 which is categorized as “very good”.

From the first to the third test, students' vocabulary mastery can be summarized in the following graph:



Graph 1 Result of Students' Mastery of English Vocabulary Through Flashcard Media based on Students' Vocabulary Test of meeting 1-3.

Based on the results of the observation sheets collected during meetings 1 to 3, the vocabulary mastery of students in class VII at SMP Negeri 1 Hiliduho through flashcard media demonstrated notable development. This observation is reflected in the results of each meeting. In the first meeting, the average score for vocabulary mastery was 64, placing it in the "enough" category. This indicates that students exhibited a foundational level of vocabulary mastery when utilizing flashcard media. By the second meeting, the average score rose to 77.6, categorizing it as "good." This suggests that students showed a deeper understanding of vocabulary concepts as they engaged with the flashcard method. In the third meeting, the average score reached 90, categorized as "very good." This outcome illustrates that students displayed a high level of vocabulary mastery through the use of flashcard media. Overall, the results from meetings 1 to 3 highlight a clear trend in students' vocabulary mastery in relation to the flashcard method implemented by the researcher.

b. The Results of Students' Interview

Based on the results of interviews with students, there are several advantages of using flashcards.

Table 1 Data Obtained from Students' Interview Sheet

NO	ADVANTAGES	INITIAL NAME	TOTAL	PERCENTAGE
1	Practicality	25	25	100%
2	Memorability	20	20	80%
3	Engagement	10	10	40%
4	Interested	11	11	44%
5	Focused	4	4	16%
6	Comprehend	5	5	20%

Based on the table above, the results of interviews with 25 seventh grade students at SMP Negeri 1 Hiliduho show that from the first advantage of using Flashcard media in vocabulary, all 25 seventh grade students stated that flashcard media is very Practicality with a percentage of 100%. Then in the second advantage, namely Memorability, there are 20 students who think that using flashcard media can improve memory with a percentage of 80%. In the third advantage, namely Engagement, there are 10 students with a percentage of 40%. In the fourth advantage, namely Interested, there are 11 students with a percentage of 44%. In the fifth advantage, namely Focused, there are 4 students with a percentage of 16%. And finally, namely Comprehend, out of 25 seventh grade students, there are 5 students with a percentage of 20% who think that they can understand vocabulary easily when using flashcard media. So the researcher concluded that most seventh grade students at SMP Negeri 1 Hiliduho think that flashcard media is easy to use in vocabulary learning.

c. The Results of Teacher Interview

There are several reasons for teachers about the advantages of using flashcards in the learning process.

Table 1 Data Obtained from Teacher Interview Sheet

No	Advantages	Teacher Response
1	Portability	Flashcards are easy to carry and can be used in various learning environments, making them a convenient tool for both in-class and at-home study sessions.
2	Particality	The use of flashcards is straightforward and can be integrated into different teaching methods, allowing for versatility in lesson planning. They can be adapted to various vocabulary topics and levels.
3	Memorability	The visual nature of flashcards helps enhance memory retention among students. By associating images with words, students can recall vocabulary more effectively.
4	Engagement	Incorporating flashcards into games and interactive activities has proven to significantly boost student engagement. The fun and competitive aspects of games keep students motivated and eager to participate.

This research, based on an interview with D.T., an English teacher at SMP Negeri 1 Hiliduho, this study shows that the use of flashcards is effective in improving students' vocabulary mastery. The use of flashcards not only contributes to the improvement of vocabulary mastery, but also makes the learning process more fun and interactive. D.T.

emphasized the importance of informal and formal assessment in measuring the success of students' vocabulary mastery. Thus, flashcards can be considered as an effective medium in improving vocabulary mastery and student engagement in English learning.

From the interview data with teacher D.T. and students, the researcher concluded that the use of flashcards is very effective in vocabulary learning at SMP Negeri 1 Hiliduho. D.T. emphasized that flashcards help to improve students' engagement and memory, in line with the findings that 100% of students found flashcards practical and 80% felt that they improved their memory. Despite challenges in focus and comprehension, the data showed that the majority of students felt positive towards the use of flashcards. Thus, flashcards proved to be an effective tool in improving students' vocabulary acquisition and engagement in English learning.

Discussion

The results of the study on vocabulary mastery of grade VII students at SMP Negeri 1 Hiliduho through flashcards media showed a significant increase in three meetings. In the first meeting, the students' average score was 64 (“fair” category), increased to 77.6 (“good” category) in the second meeting, and reached 90 (“very good” category) in the third meeting. This increase indicates that flashcards are an effective tool in improving vocabulary comprehension and retention. Learning activities with flashcards that involve visual presentations and interactive games make students more engaged and motivated.

This finding is in line with theory (Mayer. 2021), which emphasizes that visual media such as flashcards improve comprehension and retention through deeper cognitive processes, as well as theory (Sweller. 2022) which states that flashcards reduce cognitive load, allowing students to focus more on understanding the material.

This study also compared the results with previous studies, such as Kristiawan (2018), Hadi et al. (2021), Robinson and Smith (2022), and Novitasari et al (2023), who all found that flashcards were effective in improving vocabulary acquisition and student engagement.

However, there are some limitations in this study, such as limited coverage in one school, short duration (three meetings), and focus only on culinary vocabulary. For further development, a study with a larger sample, longer duration, and wider vocabulary coverage is needed to get a more comprehensive picture of the effectiveness of flashcards in English language learning.

Overall, this study shows that the use of flashcards has a positive impact on students' vocabulary mastery, increases student engagement, and provides practical implications to be applied in learning methods in various educational contexts.

KESIMPULAN

Based on the research regarding seventh-grade students' vocabulary mastery at SMP Negeri 1 Hiliduho using flashcard media, the researcher concluded the following:

The results of the analysis showed that students' vocabulary mastery experienced a clear development through the use of flashcards. In the first meeting, the average score of students' vocabulary mastery was 64, which was categorized as “enough.” In the second meeting, the average student score was 77.6, categorized as “good,” and in the third meeting the average student score reached 90, categorized as “very good”. This increase occurred due to the advantages of flashcards in terms of portability, practicality, memorability, and engagement, which made students more interested in the learning process. Therefore, it can be concluded that seventh grade students' mastery of English vocabulary at SMP Negeri 1 Hiliduho improved through the use of flashcards. It is recommended that teachers use this media in vocabulary learning to further increase students' interest and mastery.

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